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Subjects' Symbiosis: Evolution and Generation of Views of Teaching Quality

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Abstract

Views of teaching quality are people's cognition and comprehension about teaching quality, which should change with era development and development demands of subjects, i.e., teachers and students. It goes through "teaching-oriented", "learning-oriented", "student-oriented" and "people-oriented" development history. A people-oriented new-type view of teaching quality requires that symbiotic development of teachers and students should be a core concept and quality of teachers and students' symbiotic development should be an evaluation index to drive teachers and students to develop from difference coexistence to symbiotic circulation and until symbiosis and common prosperity in teaching activities. Reasonable construction and optimization of dynamic mechanism, influencing mechanism and link mechanism are an important guarantee on which views of subjects' symbiosis teaching quality can be generated.

Key words: Subjects' symbiosis; Views of teaching quality; Evolution; Mechanism

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INTRODUCTION

Formation of views of teaching quality has its historical accumulation and changes continuously with era demands. With respect to views of teaching quality, some of them

used to exert huge influence but have disappeared up to now, some used to arouse course and teaching reform and are increasingly declined now, some relatively fall behind demands of era development but still retain and exert effect and some are emerging ones staying at a budding stage but directing at development demands of future era and teaching subjects. It is an inevitable way to analyze pattern of current views of teaching quality and guide effective generation of developmental views of teaching quality in order to envisage development prospect of views of teaching quality, choose the best view of teaching quality correctly, construct it with high quality, drive teaching reform and cultivate high-quality talent.

1. HISTORICAL DEVELOPMENT OF VIEWS OF TEACHING QUALITY

1.1 Teaching-Oriented Concept

Teaching-oriented view of teaching quality focuses on cultivating "intellectual people". Besides, it emphasizes value and effect of knowledge instruction and acceptance, where knowledge becomes all parts of teaching activities, knowledge cognition and acquisition become primary teaching tasks, teaching activities simple stress teachers impart knowledge and students master knowledge and teaching is single-line connection among teachers, knowledge and students (Zhu, 2009). The view of teaching quality supported by teaching-oriented concept completely judges teaching quality by the quantity of knowledge mastered by students, teachers aim at making students master more and more standard knowledge and evaluation indexes involve examinations and scores. Exam-oriented education is the most typical carrier of the teaching-oriented view of teaching quality.

Knowledge-oriented view of teaching quality has the longest active time and the most profound influence in Chinese teaching system. It has become stable teaching

thinking and an action mode in the group of teachers working in the "front line". A number of teachers have worked hard and persevered to improve their teaching skills and methods to drive students to master knowledge all the time. Although the knowledge-oriented view of teaching quality is doubted and criticized continuously in modern times and the educational circle requires instrumental and utilitarian views of teaching quality should be changed to cultivate innovative people needed by the era really, the center position of knowledge is still prominent in teaching system and teaching quality of many teachers working in the front line is not changed fundamentally.

1.2 Learning-Oriented Concept

Learning -oriented view of teaching quality centers on cultivating "learning people". It is based on the teaching-oriented view of teaching quality and emphasizes the value of students' learning experience and subject participation, students' self-cognition and self-teaching in teaching activities and teachers' assistance in students' construction of self-hunting and self-learning in teaching activities. "Learning" becomes the only teaching approach and students are dominant in teaching activities. Evaluation on teaching quality has changed from knowledge to learn and emphasizes students realize changes and development of cognitive structure in exploration. Its evaluation indexes involve situations about students' learning experience, active participation and activity design.

The most effect brought by establishment of the learning-oriented view of teaching quality is that it affects teachers' existing and firm view of knowledge and drives them to combine teaching with learning to different degrees. Especially, it drives some excellent teachers to try to cultivate learning people in the teaching system. Being affected by our teaching system, course curriculum, school size, student-teacher proportion and teachers' quality, the learning-oriented view of teaching quality has not been approved in a large range but stayed in a subordinate position to a large extent. The learning-oriented view of teaching quality does not have obvious independent effect, but its influence on ideas is significant and its internal concept about students' independent learning ability and subjects' development value is worth valuing absolutely, which is the conceptual source from which current teaching filed emphasizes integration of teaching and learning.

1.3 Student-Oriented Concept

Student-oriented view of teaching quality focuses on cultivating "quality people". It gets rid of formal constraint of "teaching" and learning. The trend in the field where student-oriented view of teaching quality is constructed realizes transfer of development forms for view of teaching quality. The student-oriented view of teaching quality stresses personalized demands of

students and emphasizes teaching activities develop and utilize students' subjective initiative and teaching should use comprehensive development of students' quality as a quality index and treat students' ability construction as a standard for evaluation on teaching quality to cultivate personalized newbies that adapt to development demands of the era and society (Zhu, 2009).

Quality-oriented view of teaching quality stresses student-oriented concept and is called a comprehensive view of teaching quality. It emphasizes we should make students obtain comprehensive development in the aspects of knowledge, skills, accomplishment, emotion and attitude by developing teaching activities to satisfy the needs of social and personal development and cultivate students' practical ability and innovative spirit. Students' sustainable development becomes a core of competency-based view of teaching quality. Its evaluation indexes contain the degree of students' comprehensive development and personality development and evaluation criterion involves cultivation of practical ability and stimulation of innovative spirit. Once the 'student-oriented' view of teaching quality was put forward, it was approved and praised highly by both the educational circle and the industry. After much exploration, researchers advance it to the position of a rigid view of teaching quality, which should be carried out compulsively

1.4 People-Oriented Concept

Over many years, the competency-based view of teaching quality has not formed a tide of reform or raised a new trend of quality. Voice for improvement in teaching quality still can be heard without an end. Does this reflect realistic difficulty of the student-oriented view of teaching quality?

By introspection on the 'student-oriented' view of teaching quality, it is found that the most obvious problem is that teaching interactivity and symbiotic development of teachers and students are ignored. Teaching is an activity that integrates teachers' teaching and students' learning and teaching quality unifies quality of teachers' teaching and students' learning. Both of them are a realization form of overall integration between teachers and students. Improvement in teaching quality must rely on teachers and students' creation and improvement in teaching quality must be joint pursuit of teachers and students. Thus, construction of views of teaching quality must be changed from student-oriented concept to people-oriented concept. It is essential to include development demands of teachers and students in teaching quality system, realize quality symbiosis of quality subjects really, drive students' personalized, free and healthy growth by teachers' comprehensive development, build teaching quality with maximum benefit via symbiosis demands of subjects and realize mutual development of teachers and students and maximum effectiveness of teaching quality practically.

2. SYMBIOTIC DEVELOPMENT: DEVELOPMENT DIRECTIONS OF VIEWS OF TEACHING QUALITY

2.1 Difference Co-Existence

Difference co-existence means teachers and students who are teaching subjects have different development demands in teaching activities. In essence, it contains two meanings. Firstly, teaching and students have different demands in teaching activities. Secondly, teachers' and students' diversified demands can be satisfied in the implementation of teaching activities (Liu, 2008). For students, their internal demands are reflected by healthy physical and mental development, comprehensive improvement in quality and free development of personality, and their external demands are shown by the situation that they obtain more development space and opportunities as well as acceptance of teachers social groups by improvement and perfection of their quality. As for teachers, their external demands drive comprehensive and harmonious development of students, which is an important mission that the society gives to teachers, and their internal demands joy their body and mind to a larger extent by implementation of teaching activities, make their quality development more comprehensive and enable their life to be happier.

2.2 Symbiotic Circulation

Symbiotic circulation refers to a dynamic development path where the two symbiotic units, i.e., teachers and students, interact on each other and energy, information flow among subjects is created by self-development and then circulatory stimulated effect is caused to drive mutual development of teachers and students and improve teaching quality (Ge & Tian, 2014). Specifically, it contains two meanings. Firstly, it involves symbiotic circulation between teaching and learning. Teaching and learning are the most central quality parameters. The view of teaching quality, which involves subjects' co-existence, emphasizes symbiotic degree of teaching and learning, strengthens significance and value of mutual intelligibility and interaction between teaching and learning for satisfaction with subjects' demands and centers on the situation that learning is promoted by teaching, teaching is facilitated by learning and teaching and learning coexist. Secondly, subjects, i.e., teachers and students, symbiotic. Existence of teachers and students in teaching activities is a teaching resource. Teachers' quality, attitude and value are shown in teaching activities naturally and have unconscious and profound impacts on students' outlook on life, world outlook and value. On the contrary, creative and innovative thinking shown by students in teaching activities are starting points at which teachers grow and develop and get new thinking as well as act as teachers' best resource that increases with each passing day.

2.3 Symbiosis and Common Prosperity

Symbiosis and common prosperity means teaching subjects' demands are obtained in symbiosis and develop continuously in symbiosis and common prosperity, symbiosis is a footstone on which teachers and students get comprehensive and harmonious development and teachers and students' comprehensive and harmonious development is an inevitable direction of subjects' symbiosis (Liu, 2014). Symbiosis and common prosperity are a fundamental direction for construction of the view of teaching quality about subjects' symbiosis inevitable. In detail, it contains three meanings. First of all, internal and external demands of teachers and students can be satisfied in teaching activities, comprehensive and harmonious development of students' body, mind and quality will enable them too obtain more acceptance and survival space certainly and teachers' comprehensive and harmonious development can also be realized under students' growth and maturity in symbiosis system where there is mutual benefit. Secondly, it is no doubt that different demands of teachers and students are realized in their common teaching and learning activities and in their interaction, students' maturity and development cannot be separated from teachers' cultivation and guidance and generation of teachers' sense of happiness cannot be independent from satisfaction with teaching demands and students' growth and development. Thirdly, continuous realization of teachers and students' demands is a basis on which demands of subjects are improved constantly and internal driving force that drives subjects to perfect and develop themselves and to create new symbiosis environment and new development.

3. GENERATIVE MECHANISM ABOUT THE VIEW OF TEACHING QUALITY ABOUT SYMBIOTIC DEVELOPMENT

3.1 Dynamic Mechanism

Generation of the view of teaching quality about symbiotic development must center on demands of teaching subjects to construct dynamic mechanism, which is mainly composed of three parts. Firstly, individuals' free and harmonious development is internal driving force for the generation of the view of teaching quality about subjects' symbiosis. Just as Marx said, 'People are different from other animals for boundlessness and universality of their demands' (Marx & Engels, 1982). Generation of the view of teaching quality about subjects' symbiosis must rely on development and induction of teachers' and students' internal driving force for development, cultivate teachers' and students' development aspiration, establish development goals and generate high driving force by correct guidance and effective simulation. Secondly, harmonious development

of teachers and students is the tractive effort that the facilitates generation of the view of teaching quality about subjects' symbiosis. Teaching activities are carriers of teachers' and students' development, which are related to common benefits of students, teachers and the society. Harmonious symbiosis and development among subjects can arouse endless creative vitality, which is the original force that drives views of teaching quality to develop constantly. Thirdly, the society develops, science and technology advances and competition among countries become increasingly fierce. Cultivation of innovative talent is a key to successful competition. The educational circle should improve teaching quality and talent cultivation quality to satisfy common demands of social development, which enhances external extrusion force for generation of the view of teaching quality about subjects' symbiosis.

Internal driving force, tractive effort and extrusion force are three kinds of dynamic system for generation of the view of teaching quality about subjects' symbiosis and they rely on and relate to one another and play a role jointly (Li, 2014). Firstly, extrusion force can exert its practical effect only after it has been changed into internal driving force. Market competition and talent competition are the highest improvement pressure that views of teaching quality face with. The fiercer the competition in international society is and the more urgent the demands for high-quality talent are, the more

obvious the quality problems of talent cultivation are and the stronger the demands for improvement in views of teaching quality are. Crisis awareness about teaching quality promotes the improvement and development of views of teaching quality and drives development of the internal driving force that facilitates the generation of views of teaching quality. Secondly, internal driving force can be kept effective continuously only when it is combined with profound tractive effort. To satisfy demands of social development, teaching subjects' should realize self-construction in consciousness and behaviors. In doing so, it may drive teaching subjects to cognize changes in teaching world more comprehensively and more profoundly. Besides, analyze demands of individual development and the possibility of development, put clearer requirements for individuals' self-improvement and development and express more urgent expectation to adapt to demands of the era for people's development. Finally, symbiosis of internal driving force, tractive effort and extrusion force is construction of complete dynamic system. The view of teaching quality of subjects' symbiosis may be generated and developed only when sum of the extrusion force brought by market competition and talent competition, the tractive effort resulted from subjects' demands for symbiotic and harmonious development and the internal force deriving from individuals' demands for free and harmonious development is exerted.

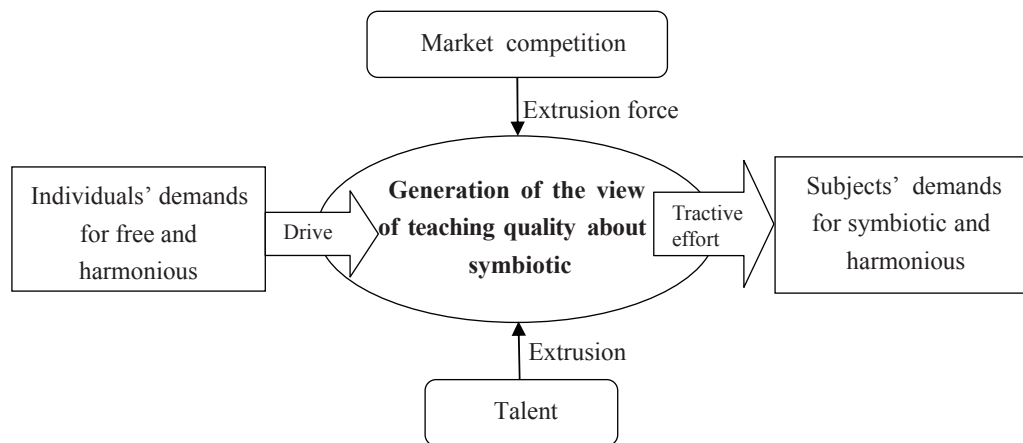


Figure 1
Generation of the View of Teaching Quality About Symbiotic Development

3.2 Influencing Mechanism

3.2.1 Internal Influencing System: Subjects' Generation System

Subjects' generation system is internal environment, which affects generation of the view of teaching quality about subjects' symbiosis, acts as reflection of subjects' subjective factors and provides premise and guarantee for generation of new-type views of teaching quality (Zhou & Li, 2010). Firstly, teachers' cognition and comprehension about the view of teaching quality about subjects'

symbiosis are a basis on which the view is generated. For teachers, generation of new ideas derives from input of external knowledge and concepts and is affected by their knowledge background and teaching experience. However, core ideas of the view of teaching quality about subjects' symbiosis are closely related to teachers' teaching practice and life, which not only benefits people's cognition and comprehension but also provides convenience for their learning and comprehension and helps teachers perfect teaching concepts effectively. Secondly, subjects'

symbiosis is essential pursuit of teaching and the best choice for comprehensive development of teachers and students. Internal teaching and learning demands and development motivation of teachers and students are basic conditions on which the view of teaching quality about subjects' symbiosis can be generated. Degree of demands and motivation directly decides speed and efficiency of view generation. Teaching activities must be based on this to drive teachers' and students' enthusiasm for creation. Thirdly, orderly combination between experience and introspection as well as thinking and action and repeated verification in teaching activities are a requirement for generation of the view of teaching quality about subjects' symbiosis and experience participation must be increased to promote teaching.

3.2.2 External Influencing System: Symbiotic Environment System

Generation of the view of teaching quality about subjects' symbiosis is enslaved to internal system and affected and restrained by external environment, including institutional environment and cultural environment.

Institutional environment existing operation rules and rule system of all kinds of schools at all levels under impacts of social and political system, economic system and cultural system, which is the system that centers on educational system and where all regulations act on one another, affects generation and development of teachers' teaching view and specifies implementation of teachers' teaching behaviors. The view of teaching quality about subjects' symbiosis emphasizes development of teaching subjects' symbiotic potential, hoping to generate huge development energy in teaching practice. Occurrence of these expected benefits and conversion of kinetic energy need to be driven by the situation that educational system

restrains weaknesses of human nature and coerciveness of system itself (Xu, 2014).

The fundamental impact of cultural environment on generation of the view of teaching quality about subjects' symbiosis is that origin of national culture and connotation of the view of teaching quality about subjects' symbiosis are unified internally and the harmony and development that national culture aims at are used as value orientation of views of teaching quality to construct idea system about harmonious development, practice teaching ideals of harmonious development and shown results about value of harmonious development (Pei, 2005). Co-construction of sociocultural environment, campus culture environment and classroom culture environment is a key to generation of cultural symbiotic effect. From a macroscopic perspective, core concept of new-type views of teaching quality must act within the range approved by social culture and ensure internal balance between teachers' and students' demands for symbiotic development and sociocultural identity; at an exosystem level, establishment of campus culture environment is a realistic basis on which the view of teaching quality about subjects' symbiosis is generated, so it is essential to enrich campus culture activities, optimize educational environment, create healthy and positive cultural atmosphere and build confident, self-knowing and self-conscious high-quality campus culture; at the micro-level, the view of teaching quality about subjects' symbiosis is generated in construction of classroom culture, a foothold for teaching reform of basic education lies in classroom and the most urgent demand of improvement in teaching quality is to construct superior classroom culture and arouse symbiotic potential of teachers and students.

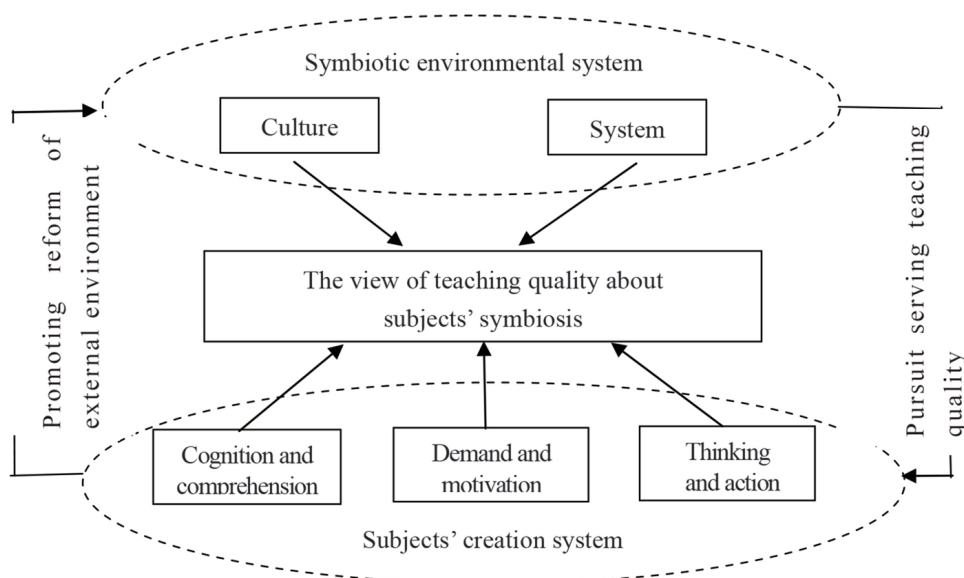


Figure 2
Symbiotic System

3.3 Link Mechanism

The link mechanism of generation of the view of teaching quality about subjects' symbiosis explores internal relations with the view of teaching quality about subjects' symbiosis among input, conversion and output and strengthens organic connection among elements on the basis that influencing factors are established.

The process in which the view of teaching quality about subjects' symbiosis is generated is a process of dynamic evolution. The three links input, conversion and output are unified internally and closely related to one another and form internal relations of organic connection. The relationship among the three is not simple or single line from beginning to end but an organic internal relation between symbiotic system and symbiotic environment and network structure formed by combination of complicated linear relations. Being based on harmonious development of teachers and students and targeting symbiotic development, teachers and students become unification between teaching and service, creation and output as well as subjects and objects. Exploration on the link mechanism about generation of the view of teaching quality about subjects' symbiosis focuses on changes in and generation of ideas, treats the process in which views of quality are formed as a principle line and promotes organic connection and overall integration among all links.

The organic connection of the view of teaching quality about subjects' symbiosis among input, conversion and output experiences a dynamic process, including presetting — stimulation — conversion — generation — output — deepening — strengthening — feedback — regeneration. Input may be considered to be a starting point for generation of the view of teaching quality about subjects' symbiosis; by presetting, teachers and students may know development directions clearly and their enthusiasm for teaching may be aroused; conversion is accumulation about the view of teaching quality about subjects' symbiosis; by cognition and comprehension about new concepts, a systematic view of teaching quality about subjects' symbiosis may be constructed; output is a qualitative breakthrough of views of teaching quality, which combines concepts with practice closely can carries out effective verification and solidification deduction. Up to now, basic construction about the view of teaching quality about subjects' symbiosis has been realized but it does not end but must be advanced in a reverse direction. Besides, use practice to verify concepts, utilize concepts to strengthen development, enter new presetting and generation again and promote re-development and re-circulation of views of teaching quality. Then, an organic link about the view of teaching quality about subjects' symbiosis is formed reality and evolution of self-organization arrives.

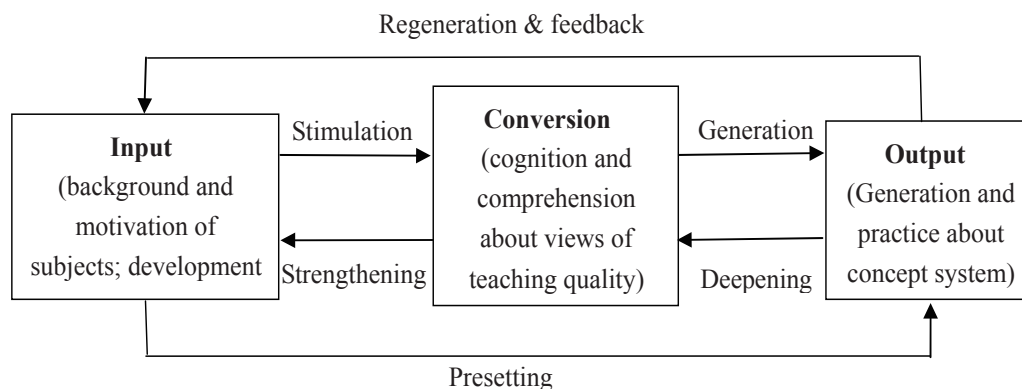


Figure 3
Link Mechanism

CONCLUSION

Formation of the view of teaching quality about subjects' symbiosis is a product of teachers' and students' harmonious development. Without mutual development, symbiosis and common prosperity of teachers and students, teaching quality will lose 'soil' for survival and development. The 'people-oriented' view of teaching quality emphasizes construction of teachers' and students' symbiotic relationship, stresses symbiotic energy between teachers and students should be given and pays attention

to quality effect generated by subjects' symbiotic development. The view of teaching quality about subjects' symbiosis is a process of dynamic development. In order to ensure effective generation of view of teaching quality about subjects' symbiosis, it is essential to arouse motivation of the society, schools, teachers and students, strengthen organic coordination between symbiotic system and symbiotic environment and ensure views of teaching quality can be input orderly connection of all influencing factors in output.

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